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OTR BULLETIN

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"A teacher affects eternity; he can never tell where
his influence stops." Henry Brooks Adams

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Contents

1	Bulletin Board
8	Non-Agency Training
14	Financial Need -- for Parents
20	Armed Forces Staff College
24	Supervisory Responsibilities
25	Is Teaching for You
31	What is a Conference
38	OTR Calendar
41	Directory of Training Officers

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IN THIS ISSUE....

If you are a parent with a soon-to-be college-age child, read the article on Financial Need on page 14.

A fifth in a series of articles on senior officer colleges -- this time the Armed Forces Staff College -- on page 20.

Many employees in CIA have been teachers and are thinking about returning to the profession after retirement from government service. If you fall in this category or not, read the article on page 25.

If your job requires that you be a conference leader, you may be interested in the article on page 31.

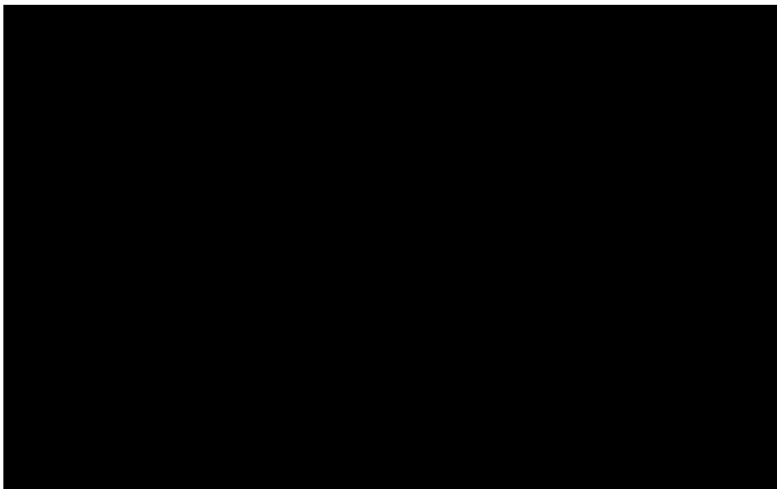
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BULLETIN

BOARD

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NEW
TRAINING
OFFICERS
AND
ASSISTANTS



INTELLIGENCE
REVIEW
COURSE

"What trends are likely to occur during the next five years--or even 10 years--demanding increased intelligence support for the U. S. policy makers? ...How does the President obtain adequate and timely finished intelligence for national security planning and decision-making?... What are the Agency's current relationships with the DIA, the Department of State, and other members of the USIB?... Are CIA's ties with the Congress as well as its image with the public undergoing a significant change?... What are some of the major problems facing the DDI, the DDP, the DDS&T, and the DDS? "

Answers to these and to other questions will be covered by senior officials from the Agency--and from other governmental departments--at the

next Intelligence Review (IR #9) which begins on 19 October and continues full-time through 30 October in Room 1A-13, Headquarters. Designed for the Agency's middle and senior grade officers from all components of the Agency, the course provides an up-to-date reorientation of current developments and problems arising both in the Agency and in the intelligence community. It is recommended for nominees to Senior Officer schools. Student contacts in class and in seminars provide an opportunity, in addition to that of the questioning of guest speakers, for gaining greater insights into problems and developments in CIA and in the intelligence community.

The course is limited to 32 students. Registration is handled through Training Officers and closes Monday, 12 October. For additional information on the course, call [REDACTED] Chief, Intelligence Orientation Faculty on extension 2351; for information pertaining to registration, call AIB, extension 2365.

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CHANGE
IN
TITLE
OF
MIDCAREER
COURSE

The Agency's Midcareer course has been renamed the Midcareer Executive Development course. Although the title has been changed, the purpose and content of the course remain essentially the same. It is for those at midcareer level, primarily but not exclusively Grade GS-13's, who exhibit potential for advancement in the Agency and who most likely will be assigned to executive or managerial responsibilities at senior levels. The course covers significant current developments and problems in the Agency, in the U.S. Government, and in world affairs generally. Speakers are some of the most knowledgeable men from within CIA, other government agencies, and organizations outside the government. Notable among non-Agency speakers have been W. Averell Harriman, Dean Acheson, William Bundy, and Allen Dulles.

The course runs for six weeks. It is planned so that the students divide their time between the [REDACTED] Broyhill, and Brookings Institution.

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Registration is limited to 30 students and nominations are made by each Directorate to OTR through the Senior Training Officers. The fourth course is from 21 September-30 October; Course No. 5 will be from 11 January-19 February 1965.

PARKING
AT
BROYHILL
BUILDING

Attention Training Officers: Please tell students that parking in the lot at Broyhill Building is by permit only; there is plenty of off street parking. We mention this because of the embarrassment on recent occasions to some of the students who apparently were not informed on this restriction.

OTR
DIRECTORY

Inadvertently [REDACTED] name was omitted from the OTR Directory in the July-August edition of the OTR Bulletin. [REDACTED] is on the staff of the JOTP. He is in Room 743 Broyhill on extension 3261.

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NON-AGENCY
TRAINING
REQUESTS

It is necessary for accuracy of the Registrar's records that employees who apply for Agency sponsorship in non-Agency training show specific dates and titles of courses they wish to attend. If you need the title or dates, call [REDACTED] on extension 3101.

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INFORMATION
ON
PERSONALLY
SPONSORED
NON-AGENCY
TRAINING

Maintaining the Agency Training Record is the responsibility of OTR, particularly the Registrar Staff. Training information in the Record is only that which is completed under Agency sponsorship either within or outside the Agency. Reports of such completion are sent by the Registrar to the Office of Personnel for the official personnel folder. No record of courses that are personally financed is kept by the Registrar's office. If an employee completes a self-sponsored program it is

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his personal responsibility to inform the Personnel Officer of this. Information is sent in memorandum form to the Office of Personnel through the Personnel Officer with a specific request to include it in the official folder. A certificate, diploma, or transcript may be submitted with the memorandum.

OFF-CAMPUS
PROGRAM

Courses that will be offered in the fall semester of the Off-Campus program at CIA Headquarters were announced in the July-August edition of the OTR Bulletin. Exact dates of each course, room numbers, and names of instructors will be published in a Special Bulletin as soon as they are available.

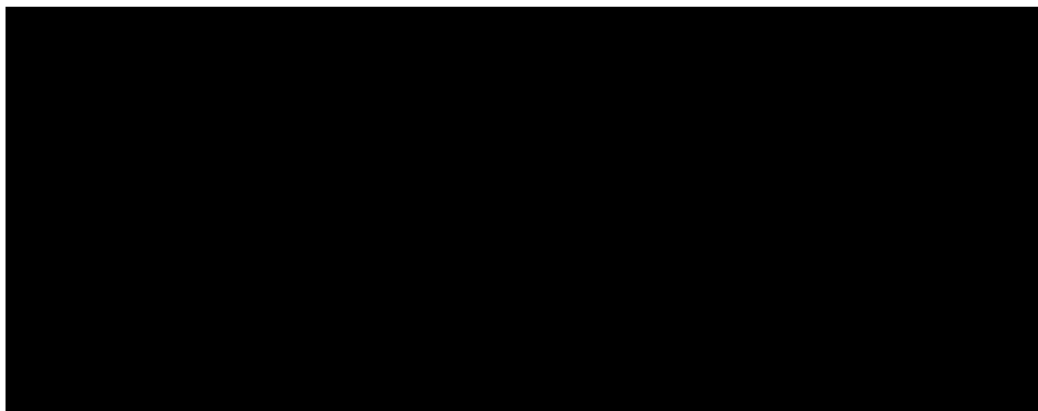
GEOGRAPHY
OF
THE
USSR

The Geography of the USSR from 9 November-18 December will be held in the afternoons from 1400-1700, Room 401 Broyhill.

INTELLIGENCE
RESEARCH
TECHNIQUES

Intelligence Research Techniques, 16 November-11 December, will be open to all offices. (Recent courses have been given for OSI and ORR.)

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GUIDE
ON
EFFECTIVE
USE
OF
INTERPRETERS
FOR
TRAINING
PURPOSES

"Effective Use of Interpreters for Training Purposes," issued in June 1963, is being republished under the title "Effective Use of Interpreters in Training." It will be available in late September. This guide, unclassified, is intended primarily for the instructor who uses an interpreter in training foreign nationals but it can also be of use to case officers or other employees who work through interpreters. To obtain a copy call extension 3185.

SCIENCE
POLICY
STUDY
INAUGURATED
AT
GEORGE
WASHINGTON
UNIVERSITY

A new program of policy studies in science and technology has been inaugurated at George Washington University. Initial studies will be concentrated in five areas: the national science and technology policy processes; the political, economic and social implications of major scientific and technological programs (such as the space program); the changing relationships of government and the community which flow from technological advance; education and employment of scientific and technical manpower; and the international movement and influence of science and technology.

Vincent P. Rock, formerly a senior research analyst with the Institute for Defense Analyses, is directing this program.

NEW
MARINE
MILITARY
ACADEMY

The new Marine Military Academy in Harlingen, Texas will open in the fall of 1965 to about 900 students. The Academy plans to offer a four year high school education covering the 9th through 12th grades. It will emphasize academic excellence while stressing military, physical, and disciplinary training traditional to the United States Marine Corps. Curriculum and activities will be designed and directed particularly to meet the needs of young men who aspire to attend one of the service academies or another military college.

The Academy will strive to provide whatever additional courses or training which may be desired to qualify its graduates for civilian universities, entrance into the Armed Forces, or for civilian life.

In view of the varying needs of its students, the faculty is expected to include graduates of all of the service academies and of most of the military colleges although the administration and faculty will be composed predominately of retired Marine Corps personnel.

Additional information on the Academy is available through the AIB/Registrar Staff. Call Nancy [REDACTED] on extension 3101. Overt inquiries may be made directly to the Marine Military Academy, Inc., Harlingen, Texas.

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NATIONAL
WAR
COLLEGE
AND
INDUSTRIAL
COLLEGE
OF
THE
ARMED
FORCES

Beginning with the August series, arrangements for CIA employees to attend lectures at the National War College (NWC) and the Industrial College of the Armed Forces (ICAF) will be handled by Training Officers through [REDACTED] of the Registrar Staff, extension 3101. Requests to attend lectures are to be made at least three working days before the day of the lecture. At the time of registration, [REDACTED] will require either the employee's Agency badge number or an identification provided by CCS for attendance under a cover arrangement.

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The GS grade requirement for NWC lectures is GS-15 and above; at ICAF it is GS-14 or higher. Selection is based on a need to know of the subject matter of the lecture. AIB/Registrar Staff informs Training Officers of lectures at the Colleges.

NATIONAL
INTERDEPARTMENTAL
SEMINAR

Five presentations of the National Interdepartmental Seminar on Problems of Development and Internal Defense given at the Foreign Service Institute are scheduled from September 1964 through June 1965. The dates are:

14 September - 9 October
26 October - 20 November
25 January - 19 February
5 April - 30 April
14 June - 9 July

CIA's quota is eight at each course. Nominations of the Agency's candidates are due in OTR three weeks before the course begins. Form 136 is used and each application must have an attachment which shows the candidate's military rank (if any), his education, type of cover, area knowledge (gained through Agency assignments or otherwise), Agency experience, and his next assignment. He should be a GS-14 or higher.

The subject matter includes the study of developing nations - critical nations designated so by the Special Group (CI) and with the U.S. Government's resources and activities in assisting host governments in countering insurgency on both the policy and operational levels. The development of internal defense plans, and the function of the country team in U.S. Missions, are also covered extensively.

NON-AGENCY TRAINING

The section on non-Agency training contains information on courses or programs selected on the basis of professional interest to Agency employees. Their inclusion does not mean that the Agency will pay for attendance at them. Attendance under Agency sponsorship is based on job orientation and professional development of the employee. Applications are sent through the Training Officer to the External Training Branch/RS/TR, 835 Broyhill. If the applicant has cover, Form 136 should be sent first to the Central Cover Staff.

The employee who wants to take a non-Agency course at his own expense is required to make his own arrangements and in accordance with the provisions in [REDACTED] [REDACTED] "Unofficial Courses of Instruction."

Please note that the External Training Branch of OTR has shown enrollment deadlines for some programs.

Supplementary information on the courses listed here or on programs dealing with other subject matter can be obtained from the Admissions and Information Branch, Registrar Staff. Call [REDACTED] on extension 3101.

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EXECUTIVE
SEMINAR
IN
ADP

The U.S. Civil Service Commission will conduct an Executive Seminar on 15-16 October 1964 for executives who have broad responsibility for functions which are or soon may be automated. It will provide an opportunity to obtain information, develop ideas, and exchange views on effective uses of automatic data processing (ADP). Topics presented and discussed will focus on matters of concern to top management. The technical aspects of automatic data processing will not be stressed. Participants therefore, will not be handicapped by the lack of prior familiarity with computers. The emphasis throughout the seminar will be on the management implications of ADP. Career executives, GS-15 and above (or equivalent), are eligible for the seminar.

MIDDLE
MANAGEMENT
INSTITUTE

The U.S. Civil Service Commission will conduct a Middle Management Institute on 12-16 October 1964. The Institute is designed to afford the participants an opportunity to share with its conference leaders current thinking on management concepts and techniques. It is intended for persons serving in management fields or programs at Grades GS-11 to GS-13 (or equivalent) who have demonstrated their ability and shown potential for holding more responsible management positions. Nominations are made by the Agency Training Selection Board.

INSTITUTES
OF
INTEREST
TO
SCIENCE
AND
ENGINEERING
PERSONNEL

The U.S. Civil Service Commission is conducting the following institutes in Washington, D. C. that may be of interest to science and engineering personnel:

Management of Scientific and Engineering Organizations --

26 October - 3 November 1964
5 - 9 April 1965

This institute for federal science and engineering executives, GS-15 and above, is designed to increase awareness of the nature and scope of management responsibility and to suggest ways the technically trained executive may more effectively perform in his increasingly important role as manager and administrator.

Management Institute for Supervisory Scientists and Engineers --

16 - 20 November 1964
1 - 5 March 1965
10 - 14 May 1965

This program gives scientific and technical personnel occupying supervisory or managerial positions at grades GS-11 through GS-14 an opportunity to explore new and significant ideas bearing upon the management of scientific and engineering groups within the federal government, and to develop broader understanding of recent advances in traditional management practices. Applications are due in ETB four weeks prior to the institute.

Ideas and Authors - Science and Government --

4 November 1964
2 December 1964
6 January 1965
3 February 1965

This program for scientists and science administrators and managers, grades GS-15 and above, encourages examination of the writings of knowledgeable authors whose books are recognized as dealing in an often controversial way with key issues of government and science relations. It provides an occasion for participants to discuss the book directly with the author and thus to broaden understanding of ideas expressed and their usefulness in resolving problems of government-science activities. Applications are due in ETB four weeks prior to the date of the meeting.

Seminar on International Operations --

12 - 16 October 1964
3 - 7 May 1965

Offered jointly with the Foreign Service Institute, Department of State, this seminar is designed to increase and encourage interagency cooperation in international operations, while furnishing a broad background to senior federal executives

(GS-14 and above) in the foreign affairs area. Scientists, engineers, and scientific administrators with responsibilities for agency and laboratory international programs and conferences are eligible for nomination. Applications are due in ETB three weeks prior to the date of the seminar.

Executive Leadership Institute --

30 November - 4 December 1964

8 - 12 March 1965

7 - 11 June 1965

This program for executives at grades GS-16 (or equivalent) and above seeks to promote an understanding and appreciation of the basic framework of the federal government, the ideas and traditions underlying its evolving structure, and methods of solving contemporary public problems. It also seeks to provide insight into human motivation and values and understanding of social influences which shape administrative decisions. Nominations are made by the Agency Training Selection Board.

PRESENTATION The General Services Administration Institute announces
OF
IDEAS a new course on Presentation of Ideas on the following
dates:

21 - 25 September 1964

26 - 30 October 1964

30 November - 4 December 1964

The purpose of the course is that briefings have been growing steadily in both usage and importance at virtually all levels of government. The course offers instruction in briefing techniques as well as in preparation of graphic materials for presentation. This will be done through lectures, discussions, demonstrations, and student exercises. Federal officials whose duties require them to present organized briefings to top management are eligible for this course. Priority will be given to nominations of persons GS-15 and above.

AUTOMATIC DATA PROCESSING FOR FEDERAL EXECUTIVES The USDA Graduate School is presenting a special course in Automatic Data Processing for Federal Executives. The course will be scheduled in two-hour seminar sessions held twice weekly for a total of thirteen sessions. The first course will run from 19 October through 2 December 1964 Mondays and Wednesdays, 9:30 - 11:30 a.m., and requests to attend should be sent to ETB no later than 14 September. The second course runs from 16 February through 30 March 1965 Tuesdays and Thursdays, 9:30 - 11:30 a.m. and requests to attend should be sent to ETB no later than 4 January. The objectives of the course are to consider the history and growth of Automatic Data Processing, to examine in a non-technical manner the logic employed in ADP systems, to explore the management considerations involved in planning, setting up, and managing ADP systems, and to familiarize participants with representative equipment, its application and potential. Nominees must be at the GS-12 level (or equivalent) and above.

TECHNICAL WRITING The USDA Graduate School is scheduling two courses in Technical Writing. Class sessions will be two hours long and meet once each week for 16 weeks. The first course will run from 28 September 1964 through 11 January 1965 Mondays, 10 a.m. to 12:00 noon, and requests to attend must be sent to ETB no later than 14 September. The second course will run from 1 February through 24 May 1965 Mondays, 10:00 a.m. to 12:00 noon and requests to attend must be sent to ETB no later than 4 January. Classes are kept small (participation is generally limited to 10 to 12 in professional level positions) to allow extensive individual consultation. Students learn by doing, as they present their own work for criticism and evaluation by instructor and group. Exercises are used to develop clarity and conciseness. Students are helped to develop a habit of continuing self-criticism of their own writing in light of their training.

FEDERAL CONTRACT NEGOTIATION INSTITUTE The USDA Graduate School will conduct a Federal Contract Negotiation Institute. It will run for five days (one week) from 9:00 a.m. until 5:00 p.m. each day. Candidates for the course running from 2-6 November 1964 must be in the hands of ETB by 21 September; those for

the 1-5 March 1965 running must be received by ETB by 15 January 1965 and those nominations for the 3-7 May 1965 institute must be received by ETB by 15 March 1965. The course is designed to develop greater proficiency and understanding in techniques and procedures in negotiation, human factors in negotiation, legal requirements and administrative policy in negotiation, and contract award and administration. Participants are limited to 30 federal officials GS-9 (or equivalent) and above.

STATISTICAL
METHODS
FOR
FEDERAL
EXECUTIVES

The USDA Graduate School special program department is offering a two-hour seminar session twice weekly for a total of twelve sessions 9 March through 15 April 1965 Mondays and Wednesdays, 9:30 - 11:30 a.m. The course is designed for the non-statistician who is in a position to use statistical results in planning and problem solving. The objectives of the course are to help the participant gain an understanding of the development and growth of statistical theory and methods in government, to help him explore the ways in which modern statistical theories and practices can be used in dynamic management, and to help him gain sufficient statistical background to enable him to communicate with specialists in the field and to interpret their reports. This seminar is offered for executives at the GS-13 (or equivalent) level and above. Officials at a lower level will be considered on the basis of strong agency need. Candidates for this seminar must be received by ETB not later than 15 January 1965.

FINANCIAL NEED

THOUGHTS NOW FOR PARENTS

Many parents generally consider that:

1. they fall in the middle-income bracket regardless of government grade or rank;
2. their children, by the time of college entrance, will have earned a grade average worthy of a scholarship; and
3. they privately consider themselves as justifiably in need of financial assistance to help them no matter how favorably Dame Fortune smiles upon them.

OTR is in no position to take parents out of the middle-income category, or to adjust the academic averages earned by their children, or to court Dame Fortune on their behalf. However, the Registrar Staff would like to pass along some guides to alert parents to reassess their financial need realistically and to see the case for need as college admissions officers will view it.

FUNDS TO PAY FOR A COLLEGE EDUCATION: WHERE DO THEY COME FROM?

Chiefly: The Parents, Student, and Scholarships

The Parents are the principal source of funds for higher education. Colleges anticipate that middle-class income parents will use family savings and loans; these will account for about 10% to 15% of expenses. Additionally,

parents are normally expected to provide the balance (say 40% to 50%, depending on the amount of any scholarship obtained) from their current income.

For favorable consideration in seeking a scholarship, the Student--as the person gaining the most from higher education--must assume some responsibility to pay part of the expenses associated with attending college. Recent studies suggest that savings and earnings of students, on the average, pay for about 25% of college expenses.

The student can exercise considerable control of his responsibility of choosing a college within his means since Scholarships, in general, take care of less than 20% of the total expenses.

DEFINING FINANCIAL NEED

Consider financial need from the viewpoint of the college administrators. They check on two important factors:

- A Total cost of attending a particular college
- B Total amount parents and student can afford

Expressed algebraically:

Financial Need = Factor A - Factor B

Factor A includes tuition and all fees for resident students. Add room and board. Allow for books and clothing. Include transportation costs for the academic year between home and college, recreation, and a reasonable amount of spending money.

Factor B includes savings, earnings, and any monetary awards from sources outside of the particular college accumulated by the student (this may include any money such as that received from CIA's Educational Aid Fund). Add to this what the parents can provide. How much does B add up to for your family? Once the answer to this question is determined, college officials re-define the expression as:

FINANCIAL NEED equals the amount of financial help required to supplement Factor B in order for the child to attend college.

This is the viewpoint of the college administrators; this is why they need to know Factors A and B, and this is the "why" of the Parents' Confidential Statement.

DETERMINING FINANCIAL NEED

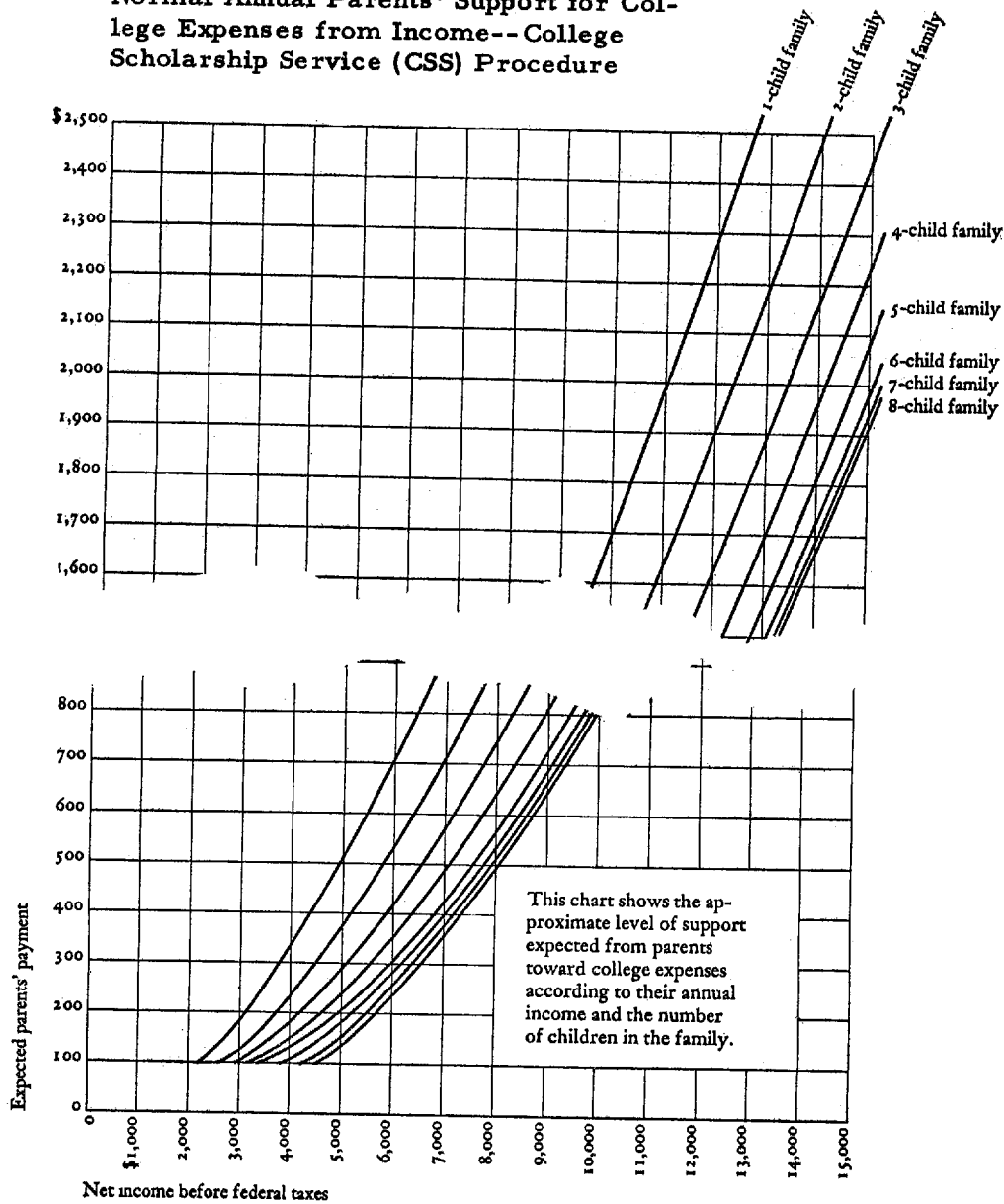
The total amount of the money the college will expect of the family is a sum of three elements: parents' assets, and student's assets. In most instances, unless the parent possesses savings and stocks and bonds adding up to \$10,000-\$15,000 or sizable non-liquid assets, the controlling factor will be the parents' current income. The College Scholarship Service (CSS), in which about 500 of the better known colleges and universities participate, will want some facts if financial assistance is anticipated. First, CSS estimates parents can, or should be able to, contribute the amount toward annual college expenses of their children shown on the chart on page 17.

By reading up from net income to size of family and over to the left of the chart, the amount of money from current income that is expected from the parents as a contribution toward the education of one child is shown. Picking three middle-income GS-grades and extrapolating the chart will show the following amounts expected to be contributed by the parents:

<u>Net Income Before Federal Taxes</u>	<u>1-Child Family</u>	<u>3-Child Family</u>	<u>5-Child Family</u>
\$13,000	\$2,650	\$1,910	\$1,580
14,000	2,990	2,190	1,830
15,000	3,340	2,470	2,110

Unless there are unusual problems (extra adult dependents, debts, or emergency expenses), it would normally be presumed that the parents should be able to contribute the predetermined amount (from chart or table) from current income or salary each year. The size of the family is taken into account. (Note: The expected share of college expenses to be contributed from current income is not as great if family financial circumstances require both parents to work.)

Normal Annual Parents' Support for College Expenses from Income-- College Scholarship Service (CSS) Procedure



The totals shown in the chart or table may appear a bit high to the parents. These totals do, however, include a cost-of-living presumption that a family usually spends about \$800 to maintain one child for an academic year (nine months). For example, if net income is \$13,000 and there is one child, the expected contribution of \$2,650 is obtained from using the \$800 "saved" by not having the child at home; plus another \$1,850 determined by CSS as a fair share of "discretionary income" which presumably can be directed to such expenditure items as education.

HOW ARE FAMILY ASSETS TAKEN INTO ACCOUNT?

If these are generally negligible - say less than \$6,000 - they are not used in analyzing financial need. However, assume that assets are of some significance. The CSS - when the parents apply for financial assistance using the Parents' Confidential Statement - will consider all stocks and bonds, cash, and savings at full value. They'll also ascribe half-value to certain "non-liquid assets" such as equity in the home or the loan value of insurance policies. Other assets of the "non-liquid" category, such as farms or business holdings, are computed somewhat differently. As a rough guide, add to the full value of liquid assets a half value of non-liquid assets; then subtract from your "family total assets" a general allowance of \$4,000 for the family and an emergency allowance of \$500 for each member of the family. CSS calls this remainder net assets and divides it into shares for further consideration. An example:

	\$2,500	Bank Account and Cash
	400	Stocks and/or Bonds
	2,000	Loan Value - Insurance Policies (half of the value)
	8,000	Equity in Home (half of the equity)
	<u>\$12,900</u>	Family Total Assets
Less	4,000	CSS General Allowance
Less	2,000	Husband, Wife, and Two Children - CSS Emergency Allowance
	<u>\$6,900</u>	Total Net Assets

When this amount is divided into six shares (CSS uses two shares for each parent and one per child) it results in \$1,150. This is the amount estimated by CSS for the parents to provide from family assets over four undergraduate years. In this case it comes to about \$290 each year. If the child has accumulated savings, he is expected to give up part of these assets toward his college expenses. If he has \$750 to \$1,000 in savings and bonds, a college may expect him to spend \$150 to \$200 (here CSS uses one-fifth) each year for college. When the student's assets exceed \$1,000 the excess is considered with parents' assets.

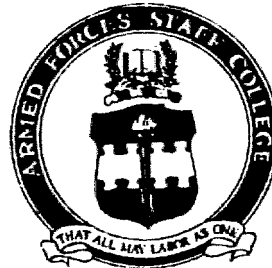
Suppose a parent earns \$13,000 a year, has two children, and his assets and the college age child's assets are as illustrated above. The CSS could then compute that the parents are able to contribute \$2,210 from current income, another \$290 from parents' assets, and \$150 from student's assets. Unless Factor A (tuition, fees, room and board, books, clothing, spending money, recreation, and transportation) exceeds \$2,650, in the eyes of the college the parents are not considered to have any financial need, even though they feel "strapped."

On the other hand, total college expenses at another college might be about \$4,200. If so, the second college might arrange to provide the child with as much as \$1,000 - \$1,500. If this amount is offered to him, it likely will take the form of a combination of partial scholarship, college loan, and employment opportunity. However, if the parents are still a bit short of funds this suggests they have chosen too expensive a college from the alternatives available to them. They are faced with digging deeper into savings or securing a greater loan, or reconsidering whether their child can afford to go to the college tentatively selected.

TO PARENTS: With this brief overview, you may wish to check out how Factors A and B apply to you, using your known family resources and the total expenses of the college tentatively selected for your son or daughter. For the academic year 1965-66, you will have one year to plan and to meet the financial problem. If further counsel or explanation is needed, feel free to call the OTR Registrar (extension 3101). Should you wish a personal copy of this article for your family use call the OTR Bulletin editor (extension 3056) and we will send you a copy.

THE ARMED FORCES STAFF COLLEGE

This is the fifth in a series of OTR Bulletin articles on Senior Officer Colleges. Articles on National War College, Senior Seminar in Foreign Policy, Industrial College of the Armed Forces, and the Naval War College appear in previous editions of the Bulletin.* In subsequent issues the Air War College, Army War College, and the Advanced Management Program-Harvard University, will be summarized.



The Armed Forces Staff College at Norfolk, Virginia conducts two five-month courses a year, usually beginning in February and in August. The course is for military officers primarily (including 15 observers from Britain, France, Canada and Australia). Four civilian agencies are represented, by quota, in each course. CIA has a quota of four (until August of 1964 it was only two); NSA, USIA, and the Department of State also send representatives. Until this year there have been about 235 members in a class; this year AFSC has increased its registration and the August class will open with about 270. Since its establishment on 3 February 1947, AFSC has graduated over 6,000 officers. CIA began sending representatives in 1952; to date, forty have completed a course.

An Agency candidate must be between the ages of 30 and 45 and be in grade GS-13 or higher. (The average age of Agency participants is 42.) Initial screening and nomination begin in each of the Directorates about a year in advance of

* National War College May 1963
Senior Seminar in Foreign Policy August-September 1963
Industrial College of the Armed Forces December 1963
U. S. Naval War College June 1964

nomination in August. After nomination by a Deputy Director the Agency's Training Selection Board (TSB) screens further and interviews employees whose names have been submitted and who are available for interview. (Employees who are not available to be interviewed because of overseas assignment are at no disadvantage; full consideration is given to his responsibilities abroad.) After the TSB chooses the nominees, the list of names is sent to the Deputy Director of Central Intelligence for final selection. Successful candidates are notified officially of selection and the Office of Training makes arrangements with the College for each nominee's attendance.

The original mission of the College has been expanded to include education for combined staff planning and operations and an understanding of the political-military problems which are mainly met at every level of staff and command. Specifically, the objectives of the course are:

1. To promote teamwork among the Services.
2. To prepare officers in the organization, planning, and conduct of joint and combined operations.
3. To prepare officers for duty in the higher echelons of the armed forces.
4. To promote the development of understanding between higher echelons of the armed forces and those other agencies of the government which contribute to national security and to provide an appreciation of the related aspects of national and international security.

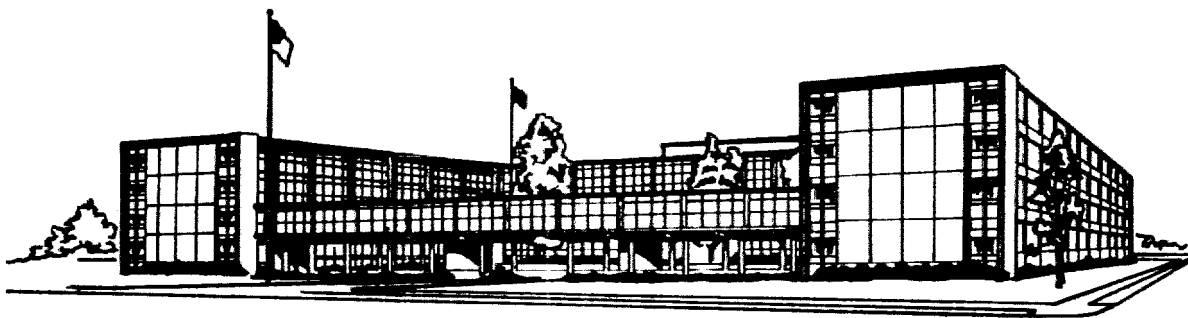
The objectives are attained through seminars, lectures, a thesis, and orientation trips. The seminar groups are made up of 15, usually five from each Service. Each seminar has three faculty advisors. Guest lecturers are key military and civilian officials of the government, as well as speakers from outside government. Their subjects are on organization and mission of government organizations related to national strategy and defense. A staff-study thesis is intended to acquaint officers with the principles of research and with the format used in a staff study. The orientation trips are made to domestic military training establishments and are planned so the student can visualize the

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military-power capabilities of the ground, air, and naval forces. (One class had a field trip which included a two-day program at Fort Benning, Georgia, a day at Camp Le Juene, North Carolina; a cruise aboard the nuclear-powered aircraft carrier "Enterprise;" a deep dive aboard the nuclear-powered submarine "Shark;" and finally a day at the Tactical Air Command and NASA Research Center at Langley Air Force Base, Virginia.)

The instruction covers:

1. Characteristics, organization, and employment of the armed forces and the relationships of those forces to each other with adequate exposition of their respective capabilities and limitations.
2. Principles involved in the U. S. unified command organization and the organization of joint and combined commands and staff and their responsibilities and procedures.



THE ARMED FORCES STAFF COLLEGE

Norfolk, Virginia

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3. Organization, composition, and functions of joint and combined commands with respect to strategic, tactical, and logistic responsibilities of the commanders, with emphasis upon major war conditions, and the organization and composition of current major combined commands in which the United States participates.
4. Aspects of joint and combined operations, including command relationships, organization, and planning.
5. Trends of new weapons and scientific developments and their effects on joint and combined operations.
6. Military, political, geographic, historical, economic, psychological, ideological, and other facts affecting U. S. national strategy and U. S. - Allied security including the threat to that security.

The course has been evaluated very favorably by Agency employees. Many think that the great value is the opportunity to work with and learn of the interrelationships among the CIA, Department of State, and the Armed Services. Appreciation of the workings of the military organization and the role of the military in formulating national policy was one of the observations made by a recent returnee. To quote, "the students from CIA, State, etc., were provided a better appreciation and understanding for the workings of the military organization. . . ." This employee also commented that "In the case of a CIA officer assigned to a Staff function on the joint or combined level, this course provides the background and references which lead to better understanding." Another student from CIA said that "it filled some large gaps in my knowledge" and he believed that it presented CIA with a rare opportunity to improve its reservoir of competent personnel in military problems.

If you are interested in more details about the AFSC, call the Admissions and Information Branch of the Registrar Staff (extension 3056).

Reorientation in Supervisory Responsibilities

Because of the interest in better supervision on the part of top-level management in the Agency, a reorientation in supervisory responsibilities is underway in the various Directorates. The purpose of the program is to remind supervisors of their responsibilities to themselves, to the Agency, and to their subordinates in the fields of security, health, and personnel management.

The first program was given on 10 April 1964 for the DDS and since then almost 2,000 supervisors from the DDS, DDP, and DDI have attended a program. The session for the DDS&T is scheduled for late September. The reorientation program is now half-days and tailored for supervisors in each Directorate. Mr. McCone has spoken at each meeting with inspiring talks in which he gives his ideas of the prime responsibilities of Agency supervisors. A talk by the Deputy Director of each Directorate involved on their specific problems has been followed by talks by the Director of Personnel, the Director of Security, and the Chief of the Medical Staff. The programs for the DDS and DDI were concluded by a panel discussion chaired by Mr. Kirkpatrick, Executive Director-Comptroller, and included the speakers on the program. The DDP program was concluded by a talk by Mr. Kirkpatrick.

This program is required for all employees of the Agency in grade GS-14 and above and for any other employee who completes at least two fitness reports. These sessions will continue until all employees who fit the criteria have had an opportunity to attend.

IS TEACHING FOR YOU?*

So you are thinking about becoming a teacher. What will you say if someone asks you, "Why do you think you might like to teach?" Will you answer, "I like the idea of working with children and young people"? Or, "Mr. Jones was such a good teacher that I've wanted to be a teacher like him since I was in his classes"? Or, "I don't know, I've just always wanted to teach"?

On the other hand, maybe you won't be able to answer the question at all. You may be having trouble deciding definitely that you want to teach. Possibly you find the whole idea a little frightening. You may not be sure you can be a good teacher. Then, too you may have heard some things about the teaching profession that are not encouraging.

Perhaps you know you want to teach, but you can't decide at what level--kindergarten? high school? university? Maybe you would like to work in education in another capacity--administration? counseling? research?

If you have made up your mind to become a teacher, a look at some facts about the teaching profession will probably fortify your determination to enter the profession and possibly will supply you with concrete reasons for entering the field. If you are wavering, the material presented in this article may help you decide whether teaching is the right career for you.

*Editor's Note: Many employees are interested in a teaching career after retirement from government service. This article is addressed to them but the material is intended to be valuable to all readers!

WHAT IS THE TEACHING PROFESSION?

Two characteristics distinguish the teaching profession: diversity and size. Possibly you didn't realize that although most people in the teaching profession work in classrooms, classroom teaching is only part of the profession. The possibilities for other types of careers in education are almost limitless.

Generally, the profession is divided into the following categories: classroom teachers, administrators, supervisors, consultants, researchers, and other specialists in public and private elementary and secondary schools; professional personnel in higher education institutions; and professional staff members in professional organizations, in government offices of education, and in private agencies with educational programs. You might become a counselor or serve in another specialized capacity such as school psychologist or athletic coach; you might find your abilities lie in administration, writing, or research; you might prefer one of dozens of other possibilities.

Teaching is the largest profession in the United States and the second largest cooperative enterprise in this country; only the U.S. government can claim more people in service. More than 2,125,000 people work in the education profession. Even a count of engineers in the many branches of that profession would not total the number engaged in the field of education.

WHO ARE TEACHERS?

Of course, there is no such person as the "average" teacher--except in the minds of the artists who produce caricatures of typical teachers for the comic strips. According to cartoonists, the average teacher is a woman, certainly no youngster, who prefers spinsterhood, who rules her classroom with an iron hand and a short temper, and whose perpetual expression is a frown. But if you examine the following statistics about average teachers, you will see that the caricaturists are going to have to find a new image in order to portray today's teachers accurately.

Three of every 10 teachers in the public schools are men; most men teach in secondary schools, where they outnumber women. Most college teachers today are men, although many colleges express a willingness to employ a greater number of women in future years than they have employed in the past.

It may have been true once that the teaching profession offered a haven to bachelors and spinsters, but today 80.5 percent of the men and 62.4 percent of the women in public school teaching are married; another 2.2 percent of the men and 13 percent of the women are widowed or divorced.

HOW DO TEACHERS LIKE THEIR WORK?

Most teachers like their work. The NEA Research Division recently asked public school teachers the following question: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?" In their answers to this question, only 1.8 percent of elementary and 4.1 percent of secondary school teachers claimed they would not become teachers.

An artist drawing a true picture of an average teacher of the 1960's would sketch a married man or woman of about 40 who is well qualified for his profession and happy in his work--but since only the average teacher's sex and age could be put on paper, you will probably never see an accurate picture of a typical teacher, except, perhaps, in your mirror one day.

WHY TEACH?

You might like to know what reasons other prospective teachers give when they are asked why they plan to teach and, even more significant, what teachers who have been working for several years say about their work.

The members of the Future Teachers of America of Silver Spring, Maryland, and Washington, D. C., gave the following as some of their reasons for planning to become teachers: "I want to be a teacher because there is no more rewarding vocation...." "To know that someone has profited by my

teaching would be a wonderful feeling...." "I want to see the light of comprehension dawning on a child's face...." "I am interested in people...." "The teacher's influence makes the difference between the student's success or failure in life...." "Teaching is not only interesting and enjoyable work, but gives you a chance to play your part in shaping the world."

It is encouraging to learn that teachers in service echo these same sentiments from the day they meet their first students until their retirement after many busy years in the classroom. When they retire, they express satisfaction that their busy lives in teaching have been diversified, challenging, and rewarding.

Perhaps the best description of how most teachers feel about their profession is found in the official declaration of the Department of the National Education Association.

FAITH OF AMERICAN TEACHERS

GLADLY	do I teach--for I believe in the personal worth and potential ability of every child and youth.
REVERENTLY	do I teach--for the guidance of the young toward high ideals and great achievement is a sacred trust.
CONFIDENTLY	do I teach--for professional and cultural studies enable me to meet the complex tasks of teaching.
PROUDLY	do I teach--for the story of our nation and the history of mankind reflect the wholesome influence of many teachers.
HOPEFULLY	do I teach--for the teaching profession is gaining in public esteem and education is advancing toward new and challenging opportunities.

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WHAT DO TEACHERS DO?

You know who the fellow members of your potential profession are and how they regard their work. Now you must want to know what that work entails. In other words, what is involved in teaching?

Teachers are not found stalking up and down the aisles of schoolrooms demanding that students learn their textbooks by heart--at least not in any up-to-date school system. Modern teaching goes far beyond seeing that students know the facts and ideas of the past and present. Teachers are interested in seeing that their students acquire a background of facts and that they prepare for future vocations; but teachers realize that knowledge is useless without understanding, and it is in order to impart understanding that they devote themselves to teaching.

To a good teacher, each of his hundreds of students is an individual who needs personal help in bridging the chasm of ignorance, potential inadequacy, and possible defeat. Probably no two students need the same kind of help. In a variety of ways, teachers must motivate, inspire, and encourage students in their efforts to achieve knowledge and understanding and, at the same time, prepare them to become responsible and, hopefully, happy adults.

WHAT MAKES A GOOD TEACHER?

Everyone, of course, cannot be a good teacher. Teaching requires special talents and abilities, just as does being a doctor or an engineer or an architect. Certainly if you are considering becoming a teacher, you must wonder if you are capable of doing well in your profession--even beyond doing well, you must wonder if you will be as good a teacher as America's schools need today and in the future.

There is no single quality that will make you a good teacher. In different schools, the standards by which a teacher is judged may vary according to the school's educational philosophy and policy. There is, however, one general requisite to being a good teacher that you must satisfy: you must get the best education and preparation available to you.

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Recently, researchers at the University of Wisconsin conducted a survey of what were generally considered the characteristics of a good teacher. The study isolated the following as most essential:

1. General intelligence that includes the ability to pass college work, to assimilate a good cultural background, and to understand students and how the learning process takes place
2. A thorough understanding and basic knowledge of and about the subject matter taught
3. Good verbal facility that enables the teacher to express himself and present his subject matter well
4. Creative imagination that allows the teacher to make classwork so interesting that the student will want to learn
5. Physical energy and drive
6. Moral and personal prerequisites such as patience, considerateness, emotional stability, good judgment, and maturity.

If you possess these characteristics when you are ready to begin teaching, you will probably be a good teacher. If you are well prepared, idealistic, and talented, with high moral values and a gift of persuasion, not only will you probably be a good teacher but it is likely that you will find teaching the most rewarding profession in the world. Choose to teach only if you are sure you can and want to teach. There is no place in the education profession for the ill prepared, the lazy, or the impractical. In education, failure is too expensive--its cost is the futures of young people.

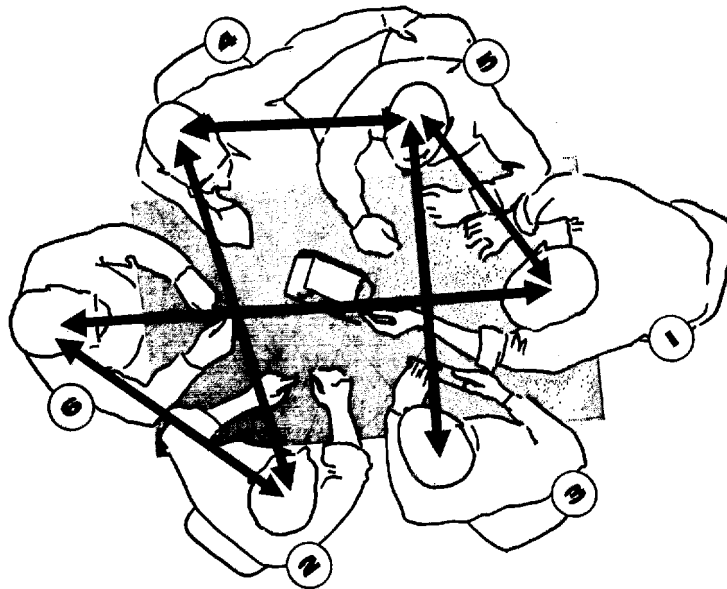
The guidance of a good teacher can help students learn to become good citizens who are fulfilled and satisfied in their personal lives and who contribute positively to their society. Through helping students shape their lives, teachers truly play a part in shaping the world.

Condensed from TEACHING CAREER FACT BOOK published by the National Education Association, 1964.

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WHAT IS A CONFERENCE?



Today everyone uses the word "conference." It is a stall by the executive's secretary when the boss doesn't want to answer the phone "I'm sorry but Mr. Big is in conference." It is baseball lingo when the infield is called to the mound for strategy. It is a highly structured meeting between diplomatic heads of state. It is used colloquially to represent a group of "visiting firemen," dignitaries, Boy Scouts and countless other gatherings. While the word "conference" has become as much of a household word as "Coke" its distinctive meaning has been lost. The common acceptance and interpretations of the word have added to its usage but they serve to dull its intrinsic value as a learning method. Just what, then, is a conference or more specifically the conference method.

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TRUE CONFERENCE

The true conference is an informal yet planned meeting, or series of meetings, of experienced people with related interests and common problems who meet to exchange orally mental perspectives with the thought of pooling ideas and reaching a solution or conclusion. This activity is carried out under the guidance of a trained conference leader.

The conference, then, is planned--at no time should it revert to a "bull session." A plan is outlined, objectives are determined, discussion occurs and group conclusions are drawn. The modern conference does not use parliamentary procedure or Robert's rules of order, but each individual is free to speak whenever he has something to offer for group consideration.

Genuine conferring takes place where there is free, orderly discussion between members seeking jointly an appropriate course of action, a decision, or a common understanding. In contrast with a "debate," a true conference begins properly not with a proposal but with an effort on the part of all to recognize each other's points of view. The discussion takes account of attitudes as well as of the ideas expressed; it invites tentative suggestions to be tested through discussion; and it opens the way for artful handling of differences in points of view by the chairman so as to permit members to change their minds without embarrassment. Thus the outcome tends to be a decision which enlists a maximum of agreement.

... Behavior is not altered by debating; in fact, the chief consequence of debating is to leave individuals more deeply entrenched in their differences and insulations.

Unlike the lecturing process, the conference does not aim to present new facts. Through grouping and experience the conferees are already familiar with the facts common to the subject being discussed. One important purpose of this method, then, is to promote thinking rather than to impart knowledge.

The success of a conference is directly proportional to that care taken in selecting (1) a capable leader, (2) appropriate

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topic or problem, (3) suitable conferees and (4) adequate physical facilities. It essentially follows four steps.

1. the drawing out of the group experiences which have a bearing upon the problem or topic at hand
2. the weighing of the various facts and experiences to sift out the most valuable contributions
3. the group evaluation of the experiences
4. the conclusions, solutions, or decisions reached by group action.

Throughout each of the four steps it is the group that makes the contributions, the group that does the weighing, and it is likewise the group that makes the evaluation and develops the final solution.

DIRECTED CONFERENCE

The directed or guided conference is a modified version of the true conference which is being used quite extensively and has some bearing upon the definition of the conference method. The basic theories and philosophies remain unchanged, but in the modification the leader tends to assume the role of a teacher. The method is used when a certain amount of information must be imparted to the group before it can proceed with the group action. The group still needs to possess sufficient background, interest, experience, etc. as is required when employing the free or undirected conference. For example, the leader may lecture to the group of conferees on the technical aspects of some new law that has just been passed which affects them. This presentation is purely a setting forth of information on the part of the leader. After the group has assimilated the facts the conferees may proceed using their past experience to discuss how this new law will affect the group and what decisions they should reach regarding it. It should be noted, then, that although the topic may be selected by the leader the conclusions that are eventually reached are not predetermined.

In drawing an analogy, the conference method may be likened to a racing shell. It has a "coxswain" to control its pulse and see that it remains on course, but the moving force is

supplied by each and every individual member of the "team."
"For in the last analysis the basic purpose of all conference work is to bring understanding, clarification, agreement and often the creation of new ideas, out of the interplay of the ideas, emotions and wishes of the participant."

CHARACTERISTICS

On the basis of the preceding definition, the following may be considered as outstanding characteristics of the method.

1. The number of conferees is relatively small--approximately ten to twenty-five. The group is large enough to assure a proper distribution of experience but small enough to allow ample time for each member to freely participate in the discussion.
2. The physical arrangement places the individuals comfortably about a large table or group of tables in such a manner as to have face-to-face contact with each other.
3. The conferees are no longer school boys but matured persons, informally grouped to work on a common problem for which they desire a solution.
4. The leader is not a teacher. He is present only to help direct the discussion and thinking and to assist the persons in expressing their thoughts.
5. A planned outline is used to assure that the desired objectives are reached--there is no set course of study. The discussion may proceed at a rapid pace or barely crawl, it may follow the outline or deviate greatly; for, it is the amount of participation of and benefits received by the conferees that is the determining factor.
6. A proposed outline of the conference session is distributed to all members in advance of the meeting date. This promotes better understanding and stimulates discussion.

7. Each member of the group has had years of practical experience which he brings to bear in solving the matter at hand.
8. The conferees meet together--to learn together, to think together, to solve a problem by pooling their experiences.
9. Incomplete ideas are "tossed out" for group improvement--it is ideas and not complete statements that make the conference a success.

"The good conference of today--the better conference of tomorrow--is switching over from a listening pattern to a working pattern."

USES

The topics which may be considered and the material which may be developed under the conference procedure are boundless. The application is limited only by the definition stated previously, and no distinction is placed upon who may become a conferee. Anyone may join with his peers and use the conference method to an advantage.

From the simplest neighborhood organization to the United Nations, therefore, government is conducted in a large part by conference. We take it for granted that conference will be the order of the day in government at the higher levels--in the executive offices and in the legislative committee room.

ADVANTAGES

The real merit of this method of learning may lie in its psychological benefits, in the results produced or in both. Consider first the social and psychological implications.

Possibly one of the greatest benefits to be derived from conferences is the development of analytical ability and a questioning attitude....In the planned conference, every problem is analyzed; facts are assembled and studied; pros and cons considered; advantages and disadvantages discussed. Only then are attempts made to arrive at conclusions.

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The opportunity for self-expression and participation is another of the psychological advantages. Through the conference method each conferee is free to express himself as often as he has something to contribute to the discussion. He is not only free to do so, it is his duty as a conferee to do so. By accepting an active part in the discussion, one's prestige, thinking ability and social drives are all stimulated.

This method aids in improving morale among the conferees, since they can feel, and justly so, that they had an "in" with the planning. This, too, increases the feeling of accomplishment or success--success which is so important to our daily existence.

When one is interested in tangible results produced, in addition to those human factors mentioned, the conference method again has some advantages to offer.

The primary aspect is that the group as a whole has arrived at a decision of their own--not one passed down for their approval. As a result of this, any policy, plan, or procedure established will receive the full support of each conferee in putting it into action since it is partially "his baby."

Secondly, the conferees see to it that the discussion is limited to a practical plane--one on which they have had experience. Thus, should a person develop an idea that is good in theory only, the practical ability of the men in the conference will be apt to "spot" the fallacy in reasoning and cause it to be revised before costly time is spent in an actual work situation.

The conference method offers other advantages in varying degrees; the following would be included in this category:

1. It encourages self analysis on the part of the conferee and aids in the changing of personal attitudes.
2. It helps to clarify problems and eliminate misconceptions.
3. It appeals to those who are practical minded because of the informal way in which it operates.
4. It promotes teamwork and strengthens the democratic process.

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5. It affords an opportunity for persons of similar interests to meet. This may also aid in the betterment of communications between different men and levels.
6. It is a useful means of assembling information that is best known by the conferees.
7. It may function just as successfully when the leader's knowledge of the subject content is limited.

OTR offers a course in CONFERENCE TECHNIQUES for Agency officers who are responsible for planning and for leading various types of group discussions and conferences. Call your Training Officer about enrollment procedures.

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German:

Basic (ft-800 hrs) - RSW - 20 wks. 14 Sep 64 - 5 Feb 65
Basic (pt-120 hrs) - RSW - 3 phases - 20 wks each -
 Phase I, II 21 Sep 64 - 12 Feb 65
Inter. (pt-120 hrs) - RSW - 3 phases - 20 wks each -
 Phase I 21 Sep 64 - 12 Feb 65

Luganda:

Basic (pt-216 hrs) - R - 9 mos 7 Jun 65 - 4 Feb 66

Malagasy:

Basic (pt-216 hrs) - R - 9 mos 14 Sep 64 - 4 Jun 65

Persian:

Basic (ft-960 hrs) - RSW - 24 hrs 28 Sep 64 - 19 Mar 65

Russian: Full time courses offered upon request.

Familiarization (pt-24 hrs) - 12 wks 28 Sep 64 - 18 Dec 64
Basic (pt-120 hrs) - RSW - 3 phases - 20 wks each -
 Phase I, II, III 5 Oct 64 - 26 Feb 65
Inter. (pt-120 hrs) - RSW - 20 wks 5 Oct 64 - 26 Feb 65
Adv. (pt-120 hrs) - RSW - 20 wks 5 Oct 64 - 26 Feb 65
Basic (pt-200 hrs) - R - 40 wks 28 Sep 64 - 9 Jul 65
Inter. (pt-200 hrs) - R - 40 wks 28 Sep 64 - 9 Jul 65
Basic (pt-120 hrs) - R - 20 wks 5 Oct 64 - 26 Feb 65
Inter. (pt-120 hrs) - R - 20 wks 5 Oct 64 - 26 Feb 65
Inter. (Sci & Tech)(pt-100 hrs) - R - 20 wks 28 Sep 64 - 19 Feb 65
Inter. (Eco & Pol)(pt-100 hrs) - R - 20 wks 28 Sep 64 - 19 Feb 65
Inter. Refresher (pt-60 hrs) - RSW - 20 wks 5 Oct 64 - 26 Feb 65

French, Spanish, Italian, Portuguese: (Classes begin the first Monday of each month)

Basic (ft-800 hrs) - RSW - 20 wks
Inter. (ft-400 hrs) - RSW - 20 wks
Basic (pt-100 hrs) - RSW - 3 phases - 10 wks each
Inter (pt-60 hrs) - RSW - 3 phases - 10 wks each

VOLUNTARY LANGUAGE TRAINING PROGRAM

Fall-Winter Semester (before and after hrs) 21 Sep 64 - 19 Feb 65
Spring-Summer Semester (before and after hrs) . . 22 Mar 65 - 6 Aug 65

There is no schedule for the following courses. Instruction can be arranged, however, on request: Albanian, Bulgarian, Czech, Greek, Indonesian, Hungarian, Japanese, Lingala, Polish, Romanian, Serbo-Croatian, Swahili, Turkish, and Vietnamese. Call extension 3271 to schedule instruction.

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